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and "Week-Day Religious Instruction." A new feature to be commended is the selected bibliography appended in footnotes throughout the book. It is an elementary manual characterized by practical idealism and educational accuracy.

H. F. E.

WARDLE, ADDIE GRACE. *Handwork in Religious Education*. Chicago: The University of Chicago Press, 1916. xviii+143 pages. \$1.00.

Miss Wardle's little volume treats in a specialized way a phase of the larger problem of religious education. The first half of the book develops in an illuminating way the fundamental basis for handwork in the Sunday school. In the successful accomplishment of this much-needed task the author has placed workers in the field of religious education under obligations to her. The later chapters give a detailed and varied graded program of handwork extending from early childhood into adolescence. This second part is characterized by many concrete directions and suggestions, which should be of immediate help to the worker. The book is cast in the form of a text with directions for handwork and added reading in connection with each chapter. A good bibliography gives added value to this handbook for the Sunday-school teacher and student of expression in religious education. The Sunday-school worker who reads this fresh study of a little-understood subject in the field of religious education will add to his efficiency and the sense of significance which should be present in this field.

H. F. E.

WINCHESTER, BENJAMIN S. *Religious Education and Democracy*. New York: Abingdon Press, 1917. 293 pages. \$1.50.

There are two parts to this book. Part I originally appeared under the title, "Week-Day Religious Instruction," and as a commission's report on Christian Education to the Council of the Churches of Christ at St. Louis. Its concern is the educational task confronting the Protestant Church in America. One hundred pages are given to a historical introduction, which touches upon important features of education during the Christian era and which forms a setting for the present issues. Fifty pages deal with the modern situation: "the mutual relations of church and state in providing education for democracy" are set forth, together with recent experiments in week-day religious instruction, such as the North Dakota, the Colorado, and the Gary plans; the need for a "wider religious education" than that afforded by the Sunday school is shown; and the task is thrown back upon the local community for solution through the co-operative experimenting of the church, the school, and the home.

Part II is valuable for its presentation of "curricula of moral and religious instruction in state systems of education" outside of the United States; of curricula used in the experiments noted above and in other schemes for religious instruction; and of proposed plans for more adequate moral and religious training.

A fact of no little worth is Mr. Winchester's intimate contacts with the later developments whereof he writes. The person who wishes to get his bearings in matters of religious education and to go forward may turn to this book with confidence.

F. G. W.